**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: 2** | | | **Date(s)**: Day 2 |
| **Unit Title:**   |  | | --- | | Unit 1 - Understand Place Value (Hundreds, Tens, Ones) | | | | | **Corresponding Unit Task: Task 1**  Take an inventory of the school supply store by determining how many items are leftover from last year. Use skip counting to help you find the total number of each item. | | |
| **Essential Question(s):**  How do I compose numbers up to 1,000?  How do you know the value of a number?  **How do patterns help me skip count?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Vocabulary card: ‘skip count’ | | **Student:**  Counting mats (paper with circles)  Beans, containers | | | skip count | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **2.NBT.2**  **Count within a 1,000; skip count by 5’s, 10’s, and 100’s** | | | | | |
| **I Can Statement(s):**  **I can skip count by 5’s, 10’s and 100’s starting at a given number.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Quickly read Jack and the Beanstalk. Present kids with a bag of beans that Jack left us. What do you think would be the best way to count these? \*brainstorm!\* (Can also substitute George Washington Carver or Johnny Appleseed to connect to ELA/Biography) | | | | | |
| **Teacher Directed:**  **Review vocabulary “skip counting”. Ask students what they remember from yesterday (jump rope activity).**  **Today we are going to be helping Jack count his beans using tens and hundreds.** | | | | | |
| **Guided Practice:**  **Demonstrate how to make groups of ten by counting by twos. Give each group of four a container of beans. Have the kids make groups of ten to find how many beans each container holds.** | | | | | |
| **Independent Practice:**  **Give each small group a container. Use skip counting skills to combine the groups of ten to count by hundreds. Each group should agree on the number of beans in the container. On a task sheet, record the overall groups of ten, hundreds, and the total number of beans.** | | | | | |
| **Closing/Summarizing Strategy:**  **Bring students back together. On the board, compare the numbers from each group and add the class total. On sticky notes, have kids to do a ticket out the door to reflect on what was hard and what was easier.**  **Remind them that while skip counting on its own is fun, we will be using these counting strategies to help the PTA take inventory of the school store. We will need to be good at skip counting and counting on in order to count the large quantities of pencils, erasers, paper and other school supplies they have.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| |  | | --- | | Skip count by numbers other than 2’s, 5’s and 10’s.  These kids should collect the leftover beans from each group to create an additional set of tens and hundreds to add to the overall total.  They may also use the beans to represent numbers in different ways using place value.  Play skip count sparkle, time permitting, for review. | | | | |  | | --- | | Use a paper with circles to help contain the groups of ten beans.  Count with a partner.  Provide labels with ten, hundred so kid can label the piles. | | | | |  | | --- | | Display and pre-teach vocabulary cards with today’s vocabulary. | |
| **Assessment(s):**  Teacher observation and note taking during Independent Practice. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |